

COURSE OUTLINE

1. GENERAL INFORMATION

LECTURER	Tilemachos Iatridis		
SEMESTER (fall/spring)	Spring		
SCHOOL	PHILOSOPHY		
DEPARTMENT	PHILOSOPHY AND SOCIAL STUDIES		
LEVEL	Undergraduate		
COURSE CODE	KΨB383	SEMESTER OF STUDIES (1-8)	6 at least
COURSE TITLE	Social discrimination and social norms		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY LECTURE HOURS	ECTS CREDITS
		3	10
COURSE CLASSIFICATION	Seminar		
COURSE TYPE	Research skills, social psychology		
TEACHING COMPETENCE COURSE	No		
PREREQUISITES	None		
TEACHING AND EXAMINATION LANGUAGE	Greek. Written assignments in English for Erasmus students		
AVAILABLE FOR ERASMUS STUDENTS	Yes		
COURSE URL	Available in Classweb as of September 2018		

2. LEARNING OUTCOMES

This seminar aims at familiarizing students with the requirements and problems in empirical social research on a hot, largely contested social issue with important implications.

Particular aims are:

- Understanding and being able to form research questions and hypotheses
- Practically involving students in research using questionnaires for data collection
- Advancing students' ability to solve problems in groups and get involved in teamwork
- Developing students' skills of presenting and defending an argument concisely
- Advancing students' ability to write a final research report

COURSE OBJECTIVES

- Seeking and analysing data, using appropriate technological means
- Personal project
- Teamwork
- Respect diversity and multiculturalism

3. COURSE CONTENT

This seminar is about social representations of social discrimination – that is, what lay people see and understand as discrimination – in today's normative context. The perspective to be unfolded during the seminar is triggered by the recent shift in the normative standards that regulate what qualifies as discrimination (and what does not) today. We focus on the social-psychological aspects and social effects in that shift, based on recent advancements in the theory and research on prejudice and discrimination. Students are actively involved and participate in a research project on the social representations of social discrimination.

4. TEACHING AND ASSESSMENT METHODS

TEACHING METHOD	Face to face		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use powerpoint in class. Upload and exchange educational material via Classweb.		
COURSE STRUCTURE	ACTIVITIES	SEMESTER WORKLOAD	
	seminars	26	
	studying	50	
	teamwork	50	
	data collection & research activities	44	
	written assignments	80	

	TOTAL	250	
ASSESSMENT METHOD	<ul style="list-style-type: none"> • Written assignment (incl. research report): 50% of final grade • Student portfolio from participation in research: 25% of final grade • Oral presentation: 25% of final grade 		

5. RECOMMENDED READING

Allport, G. (1979). *The nature of prejudice, 25th Anniversary Edition* (pp. 3-16). New York: Basic Books.

Billig, M. (2012). The notion of 'prejudice': Some rhetorical and ideological aspects. In J. Dixon & M. Levine (Eds.), *Beyond prejudice: Extending the social psychology of conflict, inequality and social change* (pp. 139-157). New York: Cambridge University Press.

Jackman, M. (2005). Rejection or inclusion of outgroups? In J.F. Dovidio, P. Glick, & L.A. Rudman (Eds.), *On the nature of prejudice: Fifty years after Allport* (pp. 89-105). Blackwell.

Reicher, S. (2012). From perception to mobilization: The shifting paradigm of prejudice. In J. Dixon & M. Levine (Eds.), *Beyond prejudice: Extending the social psychology of conflict, inequality and social change* (pp. 27-47). New York: Cambridge University Press.

Samelson, F. (1978). From "Race psychology" to "Studies in prejudice": Some observations on the thematic reversal in social psychology. *Journal of the History of the Behavioral Sciences*, 14, 265-278.